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ABSTRACT

Kumtuks, established by the Vancouver School Board in 1976, is an alternative educational program for Native Indian adolescents who have the potential to complete Grade 12 but whose recent school histories show poor attendance, deficiencies in basic skills, low motivation, and poor self-concept. The goal of the program is to enable students to complete their education in regular secondary school; curriculum includes basic skills in English and mathematics, Native Indian Studies, science, and adaptive skills necessary for success in the school and urban community. In its second year (September 1977 to June 1978) Kumtuks enrolled 23 students, ages 12 to 16, whose average grade attainment at enrollment was Grade 7. Student progress was evaluated by the following measures: attendance, KeyMath Diagnostic Arithmetic Test, Woodcock Reading Mastery Tests, Canadian Tests of Basic Skills, and self-concept (adapted from How I See Myself Scale); student progress in a special values clarification program and staff evaluations were also considered. Student attendance rate of 96.4% compared favorably with the sponsoring school; 16 of the 23 students gained one or slightly more than one grade level beyond their entry placement; self-concept scores improved, and individual changes occurred in the values clarification program. All but one of the students plan to attend school in September 1978; 12 will return to Kumtuks. (JH)

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REPORT ON THE SECOND YEAR OF THE KUMTUKS ALTERNATIVE REHABILITATION PROGRAM

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RESEARCH REPORT 78-06

SEPTEMBER, 1978

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REPORT ON THE SECOND YEAR OF THE KUMTUKS ALTERNATIVE REHABILITATION PROGRAM OF TEMPLETON SECONDARY SCHOOL

Research Report 78-06

September, 1978

Lynne Brenner

The following report is a result of the combined efforts of the Kumtuks staff who conducted all of the record keeping and student assessments and of the researcher who organized the information into report form.

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ABSTRACT

Kumtuks, an alternative educational program for Native Indian adolescents, completed its second year of operation in June, 1978. The program which is administratively attached to Templeton Secondary School, operates from a portable on Maclean Drive in Vancouver and enrolls a maximum of twenty students. The overall aim of Kumtuks is to assist "drop out" or "potential drop out" students in developing the necessary academic, emotional and social-cultural skills to enable them to re-enter and successfully complete secondary school. The program is transitional and on the average, a student spends approximately one school year in full-time attendance at Kumtuks and part of a second school year making the step-by-step transition from Kumtuks to full-time attendance at a regular secondary school.

Between September, 1977 and June, 1978, twenty-three students were enrolled in the Kumtuks program. Twelve of these students had been in the program the previous school year and eleven students were new entrants to Kumtuks.

Evaluation of the program was conducted throughout the school year using standardized measures of achievement and self-concept, a program in Values Clarification, and the recorded observations of the staff. The following list summarizes the results of the evaluation of the second year of the Kumtuks program:

- the average attendance rate for the year was 96.4% which compares favourably with Templeton Secondary School (92.01%) to which Kumtuks is administratively attached and which reflects a very positive change from the previous attendance patterns of the students.

- a median gain score of 1.65 grade equivalents on the KeyMath Diagnostic Arithmetic Test and 2.0 grade equivalents on the Woodcock Reading Mastery Tests was achieved by the group of students who took both the pre- and post-tests.

- an overall median gain score of 0.9 grade equivalents for the eleven subtests of the Canadian Tests of Basic Skills was achieved by the students.

- an increase in median self-concept score was achieved by the students as a group.

- changes in individual student scores and the behaviours of students were observed on the Values Clarification measures.

- twelve students were involved in various stages of transition to regular secondary school during the year and seven more students will be entering Transition Step I in September, 1978 by taking one course at a secondary school.

REPORT ON THE SECOND YEAR OF THE KUMTUKS ALTERNATIVE REHABILITATION PROGRAM OF TEMPLETON SECONDARY SCHOOL

I. INTRODUCTION

Kumtuks, a Chinook word meaning "to teach", is an alternative rehabilitation program which was established by the Vancouver School Board in 1976. Although administratively attached to Templeton Secondary School, the program operates from a portable on MacLean Drive in Vancouver. The program is designed for Native Indian adolescents whose recent school histories reflect poor attendance, deficiencies in basic skills, low motivation, and poor self-concept but who have the potential to complete Grade 12.

The program began with an enrollment of eight students in October, 1976 and completed its first year of operation in June, 1977 at which time nineteen students were enrolled.

One of the conditions set by the Vancouver School Board, was that formal evaluation of the program be submitted at the conclusion of each of the first three years of the program's operation. A report on the first year of the program was submitted in the fall of 1977.[1] The following report provides an evaluation of the second year of the Kumtuks program from September, 1977 to June, 1978.

II. BACKGROUND INFORMATION ON THE KUMTUKS PROGRAM

Funding

Kumtuks is funded by the Vancouver School Board with additional financial support provided by the Ministry of Human Resources and by the First Citizens' Fund.

Staff

Kumtuks has three staff members, two of whom are Native people. The staff includes one teacher, one teacher aide and one child care worker. The teacher and teacher aide are employees of the Vancouver School Board, whereas the child care worker is employed by the Ministry of Human Resources.

The program which is administratively attached to Templeton Secondary School, receives support from the administration and staff of that school. In particular, the vice-principal in charge of liaison with the Kumtuks program works very closely with the three staff members.

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[1] Allan, M. C., Report On The First Year of The Kumtuks Alternative Program - Templeton Secondary School, Research Report 77-08, Vancouver School Board, November, 1977.

Staff Responsibilities

The Teacher - overall curriculum organization; teaching the basic skills programs; liaison with Templeton Secondary School.

The Teacher Aide - supervising the arts and crafts program; clerical duties related to the preparation of teaching materials and to record keeping; food program.

The Child Care Worker - implementing the Native Indian Studies program; counselling; family visitations and parental involvement in the program.

Students

An Advisory Committee comprised of representatives of the Vancouver School Board administration, Templeton Secondary School administration, the Kumtuks staff, the Native Home-School workers, and representatives of Native Indian organizations screens prospective students from Grades 6 to 9 who have been nominated for participation in the program. Both nomination and selection processes involve consultation with various other individuals from the school system, from the Ministry of Human Resources, from the Native Indian community as well as from the parent community.

Objectives of the Program

1. To develop sufficient competence in the basic skills so that the student will be able successfully to enter and complete secondary school commensurate with his/her level of ability.

2. To have students understand the urban culture in its uniqueness and demands on the people living in it.

3. To develop the adaptive skills necessary to survive in the urban setting.

4. To help these students develop a positive self-concept by emphasizing Native Indian culture in the curriculum.

5. To help students develop their cultural identity.

6. To provide an experience that will motivate students to learn in the alternative program as a preparation for their being integrated into the secondary school by focusing on goal-oriented behaviour in all aspects of the program.

Curriculum Outline for the Program

The curriculum consists of:

English: spelling, vocabulary, reading program, composition, listening and speaking skills.

Mathematics: general Mathematics 9 program; essentials of mathematics program for Grade 8 students; tutorial program in subskills; a competency-based program (70% necessary for advancement).

Native Indian Studies (N I.S.): historical, anthropological, geographical treatment of Indians of Canada and B.C. - particularly the tribes to which the students belong; current Native issues.

Note: Native Indian resource persons are used extensively.

Indian Arts and Crafts: beading, carving, Indian art forms, designs (use of resource persons as well).

Adaptive Skills Program: focus on the development of those skills necessary to adapt to the school and urban community.

Class Meetings: regular weekly meetings at which students and staff discuss and are involved in problem solving, decision-making, and the setting of some program policy.

Recreation and Physical Education: physical fitness, minor games, gymnastics, recreational activities. (bowling, horseback riding, cycling, swimming, water safety).

Science: "Weather Science" unit as part of Native Indian Studies; life sciences program consisting of units on orientation to science, human anatomy, ecology, physiology and first aid.

Goal-Oriented System of the Program

The students and staff cooperatively planned and followed a goal-oriented token-system as a means of providing:

i) specific indicators of the performance and behaviour expectations for students in the program.

ii) immediate feedback for students regarding their performance and behaviour.

iii) earned rewards for meeting these expectations. Students have the opportunity of earning up to fifty points per class for being on time, coming prepared in terms of assignments and materials, participating in class and for their work performance. A bank record of points obtained by each student is maintained by the staff and students may withdraw earned points to purchase materials, time or special privileges. In addition to directly involving students in setting standards and taking responsibility for their performance, the token system provides a basis for staff counselling of the students.

Transitional Phases of the Kumtuks Program

Since the aim of the Kumtuks program is to enable the students to enter or re-enter regular Secondary School programs to complete their schooling, the transitional process from Kumtuks to a secondary school is extremely important.

The transitional process planned by the staff at Kumtuks was put into operation in February, 1977. Students must achieve a Grade 8 standing before they are eligible to begin the transition. The process includes four sequential steps which each student is counselled to follow.

Step 1: The student takes one elective block (course) of his/her own choice in the secondary school and spends the remainder of the school day in the Kumtuks program. Behavioral and performance feedback is obtained from the classroom teacher on a regular basis.

Step 2: The student takes two blocks of instruction in the secondary school and spends the remainder of the school day in the Kumtuks program. In some cases, academic courses are included in this step. Behavioral and performance feedback is obtained from the classroom teachers on a regular basis.

Step 3: The student takes three blocks (a full morning) of instruction in the secondary school and spends the afternoon in the Kumtuks program. Behavioral and performance feedback is obtained from the classroom teachers on a regular basis.

Step 4: The student takes all of his/her classes in the regular secondary school. A strong support system is set up and maintained on behalf of the student. The support team includes a representative from the Kumtuks staff, a Native Home School Worker, a school counsellor, a designated tutor, and, if the family is on assistance, a social worker or a child care worker. The team meets throughout the school term and offers social, emotional and academic support to assist the student in making a successful transition to the regular secondary school.

A summary of the number of students who are at each of the transition steps is provided in the Results section of the report.

III. THE EVALUATION PROCEDURES

In order to continue the assessment conducted during the first year of the operation of Kumtuks, similar evaluation procedures and materials have been utilized. The components of the evaluation are as follows:

1. Attendance

Daily attendance was recorded as well as enrollment and departure dates for all students who participated in the program between September, 1977 and June, 1978.

2. KeyMath Diagnostic Arithmetic Test[2]

The test, which is administered on an individual basis, is divided into fourteen subtests organized under the areas of Content, Operations, and Applications. Although it is primarily intended for use in levels kindergarten through Grade 6, there is no upper limit for individual clinical and remedial use.

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[2] Connolly, A.J., Nachtman, W., and Pritchett, E.M., Key Math Diagnostic Arithmetic Test-Manual, Circle Pines, Minnesota: American Guidance Servic, Inc., 1976.

The test was administered, under standardized conditions on a pre-test (October, 1977)/post-test (May, 1978) basis for ten of the students who were enrolled for the full 1977-78 school year. One student who entered after the first term was pre-tested soon after entry, but the post-test for this student will not be conducted until the fall of 1978.

Note: All objectives of the Kumtuks mathematics curriculum have been correlated with the KeyMath Diagnostic Arithmetic Test.

3. Woodcock Reading Mastery Tests (Form A)[3]

These five individually administered tests (letter identification, word identification, word attack, word comprehension, passage comprehension) are designed for use from kindergarten through Grade 12.

The tests were administered, under standardized test conditions and on a pre-test (October, 1977) post-test (May, 1978) basis to eleven students. Students who did not take the pre-test until later on in the school year will be post-tested in the fall of 1978.

4. Canadian Tests of Basic Skills[4]

The skills measured by Form 4 of the Canadian Tests of Basic Skills are classified into five major areas: vocabulary, reading, language, work-study, and mathematics. The tests can be administered in a group and are designed for use in Grades 3 through 8.

The tests were administered under standardized test conditions on a pre-test (October, 1977) post-test (May, 1978) basis to fourteen students. Students who took the pre-test later on in the school year will be post-tested in the fall of 1978.

5. Self-Concept

An adaptation of the "How I See Myself Scale"[5] developed by Ira Gordon was administered on a pre-test (October, 1977) post-test (May, 1978) basis to twelve of the students who were enrolled for the full school year. Students who entered Kumtuks later on in the school year were administered a pre-test but will not be post-tested until the fall of 1978.

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[3] Woodcock, R.W., Woodcock Reading Mastery Tests-Manual, Circle Pines, Minnesota: American Guidance Service, Inc., 1973.

[4] King, Ethel M., Hieronymus, A.N., Lindquist, E.F., Canadian Tests of Basic Skills - Levels Edition, Forms 3 and 4 - Teacher's Guide, Don Mills, Ontario, Thomas Nelson and Sons (Canada) Limited, 1974.

[5] Gordon, I.G., A Test Manual For The How I See Myself Scale, Gainesville, Florida: The Florida Educational Research and Development Council, 1968.

6. Values Clarification Program Assessments

Dr. J. Kehoe of the Faculty of Education at the University of British Columbia continued his program of Values Clarification with the students at Kumtuks. During the school year, students engaged in role-playing, discussions and examination of video-tapes of their training with Dr. Kehoe. Testing related to the characteristics of assertiveness, dominance and aggression was conducted in the fall of 1977 and again in the spring of 1978 for pre-test/post-test comparisons of students' scores.

7. Further Documentation of Student Progress

Beyond the testing of students, the Kumtuks staff collected the following information:

a) cumulative files in which notes and anecdotal comments regarding each student were recorded.

b) a case study summary of one of the students who will enter Step 4 of the transition process in the fall of 1978.

c) a summary of the number of students at each step of the transition process for September, 1978.

IV. RESULTS

1. Attendance

Throughout the year, attendance was good and only in March, May and June did the attendance rate drop below 95%. The average attendance for the year was 96.4% which compares favourably with an average of 92.01% for Templeton Secondary School to which the Kumtuks program is attached.

Table I presents the monthly attendance data from September, 1977 through June, 1978.

TABLE I

MONTHLY ATTENDANCE, SEPTEMBER, 1977 - JUNE, 1978

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Number of Students	17	16	16	19	19	18	20	19	18	18
Number of School days	18	20	21	14	20	19	17	20	21	17
Median days Attended	18 (100%)	20 (100%)	20 (95%)	14 (100%)	19.5 (98%)	18 (95%)	16 (94%)	19 (95%)	19.5 (93%)	16 (94%)

Note: For Tables II through XIV, a "7" or an "8" appears in brackets next to each student number to denote the grade level of the student. Grade level was assigned on the basis of the grade level completed by the student prior to entering Kumtuks or, in cases where this information was not available, on the basis of age plus the results of staff assessment of the student's basic skills.

2. KeyMath Diagnostic Arithmetic Test

During the seven month period between the pre-test and the post-test, all but one student showed an increase of at least seven months in their post-test score. Overall, the median gain was 1.65 grade equivalents.

TABLE II

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES
ACHIEVED ON THE KEYMATH DIAGNOSTIC ARITHMETIC TEST

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	4.6	4.8	+ .2
2 (8)	3.8	5.4	+1.6
3 (8)	6.2	9.3	+3.1
4 (8)	6.8	9.5	+2.7
5 (8)	5.1	5.9	+ .8
6 (7)	5.1	6.6	+1.5
7 (7)	4.9	6.9	+2.0
8 (6)	4.9	7.8	+2.9
9 (6)	3.8	5.3	+1.5
10 (6)	4.9	6.6	+1.7

3. Woodcock Reading Mastery Tests

During the seven month pre to post-test period, all students showed gains on their post-tests of at least .8 grade equivalents. The median gain score was 2.0 grade equivalents and the scores of four students reflected gains of three or more grade equivalents.

TABLE III

"TOTAL READING" GRADE SCORES ACHIEVED ON
THE WOODCOCK READING MASTERY TESTS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	8.6	11.8	+3.2
2 (8)	3.6	4.7	+1.1
3 (8)	5.6	9.1	+3.5
4 (8)	4.6	5.4	+ .8
5 (8)	8.2	10.5	+2.3
6 (8)	6.3	10.0	+3.7
7 (7)	5.1	6.8	+1.7
8 (7)	4.6	9.1	+4.5
9 (7)	5.8	7.8	+2.0
10 (6)	4.5	6.3	+1.8
11 (6)	3.9	4.9	+1.0

4. Canadian Tests of Basic Skills

Tables IV through XIV report the test results for the eleven subtests of the Candian Tests of Basic Skills.

On seven of the eleven subtests, the median gain score for the group was at least .6 grade equivalents. A summary of the results for the individual subtests precedes each of the tables.

Vocabulary Subtest

Each of the eleven students made gains in their scores between October and May. The median gain score was 0.9 grade equivalents.

TABLE IV

GRADE EQUIVALENT SCORES ACHIEVED ON THE VOCABULARY SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	7.9	8.7	+ .8
2 (8)	5.7	6.1	+ .4
3 (8)	6.9	7.1	+ .2
4 (8)	4.8	8.1	+3.3
5 (8)	5.7	7.3	+1.6
6 (8)	4.4	5.3	+ .9
7 (8)	7.1	7.3	+ .2
8 (7)	5.7	6.8	+1.1
9 (7)	4.9	6.8	+1.9
10 (6)	4.9	5.2	+ .3
11 (6)	2.5	5.7	+2.2

Reading Subtest

Nine of the eleven students made gains in their score from October to June and the median gain score was 1.1 grade equivalents. One student received a lower score on the post-test.

TABLE V

GRADE EQUIVALENT SCORES ACHIEVED ON THE READING SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	6.9	8.1	+1.2
2 (8)	4.7	6.4	+1.7
3 (8)	7.8	5.9	-1.9
4 (8)	6.9	9.1	+2.2
5 (8)	6.6	8.1	+1.5
6 (8)	8.1	9.2	+1.1
7 (8)	5.9	6.9	+1.0
8 (7)	6.2	6.7	+ .5
9 (7)	5.7	6.7	+1.0
10 (6)	4.1	5.2	+1.1
11 (6)	3.6	5.8	+2.2

Spelling Subtest

Eight of the twelve students made gains in their scores on the post-test and the median gain score for the group was 0.4 grade equivalents. The scores of two students remained the same from pre-test to post-test and two students received lower scores on the post-test.

TABLE VI

GRADE EQUIVALENT SCORES ACHIEVED ON THE SPELLING SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	8.6	9.7	+1.1
2 (8)	6.7	6.9	+ .2
3 (8)	6.7	8.1	+1.4
4 (8)	7.1	7.1	----
5 (8)	7.1	7.1	----
6 (8)	7.5	6.7	- .8
7 (8)	7.1	6.9	- .2
8 (7)	7.5	8.1	+ .6
9 (7)	3.3	6.0	+2.7
10 (7)	4.7	7.5	+2.8
11 (6)	4.3	4.8	+ .5
12 (6)	4.0	4.3	+ .3

Capitalization Subtest

Nine of twelve students showed gains in their score from the pre-test to the post-test and the median gain score for the group was 0.75 grade equivalents. One student received the same score on on both test administrations, while two students received lower scores on the post-test.

TABLE VII

GRADE EQUIVALENT SCORES ACHIEVED ON THE CAPITALIZATION SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	5.7	6.3	+ .6
2 (8)	4.9	6.5	+1.6
3 (8)	4.6	5.3	+ .7
4 (8)	4.9	7.3	+2.4
5 (8)	6.5	7.3	+ .8
6 (8)	4.6	5.3	+ .7
7 (8)	6.3	7.6	+1.3
8 (8)	4.3	4.3	----
9 (7)	4.9	6.5	+1.6
10 (7)	5.9	3.8	-2.1
11 (6)	4.2	5.3	+1.1
12 (6)	4.8	4.4	- .4

Punctuation Subtest

Seven of the twelve students improved their scores from pre-test to post-test and the median gain score for the group was 0.35 grade equivalents. One student achieved the same score on both the pre-test and the post-test while four students had lower scores on the post-test.

TABLE VIII

GRADE EQUIVALENT SCORES ACHIEVED ON THE PUNCTUATION SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	4.1	7.6	+3.5
2 (8)	3.8	6.9	+3.1
3 (8)	5.3	5.7	+ .4
4 (8)	6.6	6.6	----
5 (8)	7.9	6.9	-1.0
6 (8)	6.3	6.6	+ .3
7 (8)	6.3	7.9	+1.6
8 (8)	6.9	7.6	+ .7
9 (7)	5.9	5.6	- .3
10 (7)	5.6	6.2	+ .6
11 (6)	5.4	4.3	-1.1
12 (6)	5.2	4.3	- .9

Usage Subtest

The median gain score for the twelve students was 1.15 grade equivalents. Eight students achieved higher scores on the post-test, two students received the same score on both the pre-test and the post-test and two students received lower scores on their post-tests.

TABLE IX

GRADE EQUIVALENT SCORES ACHIEVED ON THE USAGE SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	6.6	8.7	+2.1
2 (8)	5.0	5.0	----
3 (8)	4.5	5.5	+1.0
4 (8)	6.6	8.3	+1.7
5 (8)	6.1	6.6	+ .5
6 (8)	7.1	6.1	-1.0
7 (8)	6.6	7.9	+1.3
8 (8)	5.0	5.0	----
9 (7)	4.2	7.7	+3.5
10 (7)	5.2	7.3	+2.1
11 (6)	4.6	4.2	- .4
12 (6)	3.2	5.0	+1.8

Map Reading Subtest

The median gain score for the group was 0 as five students showed gains from the pre-test to the post-test, one student's score remained the same and five students received lower scores on the post-test.

TABLE X

GRADE EQUIVALENT SCORES ACHIEVED ON THE MAP READING SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	4.3	8.7	+4.4
2 (8)	5.3	6.3	+1.0
3 (8)	4.8	7.0	+2.2
4 (8)	6.7	9.0	+2.3
5 (8)	8.5	8.0	- .5
6 (8)	7.0	7.4	+ .4
7 (8)	6.7	6.3	- .4
8 (7)	7.6	7.6	----
9 (7)	6.4	6.0	- .4
10 (6)	6.0	4.3	-1.7
11 (6)	3.7	3.2	- .5

Reading Graphs and Tables Subtest

Nine of eleven students made gains in their scores. The median gain score for the group of eleven students was 1.2 grade equivalents. Two students achieved lower scores on the post-test.

TABLE XI

GRADE EQUIVALENT SCORES ACHIEVED ON THE READING GRAPHS AND TABLES SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	5.6	8.1	+2.5
2 (8)	4.4	5.0	+ .6
3 (8)	5.0	6.2	+1.2
4 (8)	5.0	9.0	+4.0
5 (8)	4.4	7.7	+3.3
6 (8)	6.2	5.6	- .6
7 (8)	3.5	6.7	+3.2
8 (7)	3.4	7.3	+3.9
9 (7)	6.9	7.9	+1.0
10 (6)	5.0	5.8	+ .8
11 (6)	3.7	3.1	- .6

Reference Materials Subtest

Ten of twelve students made gains in their scores, while two students received lower scores on the post-test. The median gain score for the group was 1.2 grade equivalents.

TABLE XII

GRADE EQUIVALENT SCORES ACHIEVED ON THE REFERENCE MATERIALS SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	6.0	9.5	+3.5
2 (8)	4.6	7.6	+3.0
3 (8)	6.2	5.8	- .4
4 (8)	5.0	6.0	+1.0
5 (8)	5.6	8.1	+2.5
6 (8)	8.1	8.2	+ .1
7 (8)	7.1	8.5	+1.4
8 (8)	7.9	7.4	- .5
9 (7)	4.0	6.7	+2.7
10 (7)	3.0	5.7	+2.7
11 (6)	4.3	4.9	+ .6
12 (6)	4.1	4.7	+ .6

Mathematics Concepts Subtest

Ten of the twelve students improved their score from the pre-test to the post-test and the median gain score for the group was 1.35 grade equivalents.

TABLE XIII

GRADE EQUIVALENT SCORES ACHIEVED ON THE MATH CONCEPTS SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	6.6	8.8	+2.2
2 (8)	5.2	7.1	+1.9
3 (8)	5.8	6.1	+ .3
4 (8)	5.8	7.1	+1.3
5 (8)	7.1	8.2	+1.1
6 (8)	5.8	6.9	+1.1
7 (8)	8.2	7.5	- .7
8 (8)	6.3	8.4	+2.1
9 (7)	4.5	6.5	+2.0
10 (7)	5.3	6.7	+1.4
11 (6)	5.5	3.7	-1.8
12 (6)	3.3	6.0	+2.7

Mathematics Problem Solving Subtest

The median gain score for the group of twelve students was 0. Five students improved their score from the pre-test to the post-test, three students received the same score on both tests and four students received lower scores on the post-test.

TABLE XIV

GRADE EQUIVALENT SCORES ACHIEVED ON THE MATHEMATICS PROBLEM SOLVING SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Gain Scores
1 (8)	5.8	7.8	+2.0
2 (8)	5.8	5.8	----
3 (8)	8.2	5.0	-3.2
4 (8)	8.2	7.0	-1.2
5 (8)	5.8	7.4	+1.6
6 (8)	6.2	5.8	- .4
7 (8)	6.2	7.4	+1.2
8 (8)	7.4	6.6	- .4
9 (7)	5.0	7.0	+2.0
10 (7)	4.5	5.4	+ .9
11 (6)	5.4	5.4	----
12 (6)	6.1	6.1	----

5. Self-Concept

Scores on the 45-item Gordon's "How I See Myself Scale" can range from a low of 45 (low self-concept) to a high of 225 (high self-concept). The mean score reported for the Scale is 126. On the pre-test, the mean score achieved by the Kumtuks students was 134.8. For the post-test, the Kumtuks students achieved a mean score of 142.4. Ten of twelve students achieved higher scores on the post-test.

The Kumtuks staff utilized the students' responses on the scale to assist them in working with individual students and in planning group discussions on attitudes.

6. Values Clarification Program

Dr. Kehoe provided several role-playing sessions during the year in which students were asked to respond to possible confrontation situations. Students viewed video-tapes of their role-playing and participated in group discussions and analysis of their responses.

On the three measures of the characteristics of Assertiveness, Dominance and Aggression, the median gains for the group of eleven students were 0, -1 and +1 respectively. Although as a group the students did not show much change from pre-test to post-test, individual scores reflected increases for students whose scores had been low at the time of the pre-test and decreases for students who scored relatively high on the pre-test.

7. Further Documentation of Student Progress

a) Cumulative Files

The staff utilized the information recorded in the cumulative files to assist them in planning their program for the students, in discussing progress with students and parents, in providing information to staff at the regular secondary schools, and in preparing report cards.

b) A Case Study

The student entered Britannia Secondary School to begin Grade 8 in 1974. After failing her year, she returned to the same school but was placed in a special class setting. During the year, she gave up and stopped attending classes. She later returned to school and completed Grade 8 in June, 1976. She was recommended for the newly created Kumtuks program and enrolled at Kumtuks in October, 1976. In February, 1977, she began Step 1 of the transition process back to the regular school setting by taking one class, in Art, at Templeton Secondary School. After making good progress in the Art class, she began Step 2 of the transition by taking a second class at Templeton. Her progress from February through June was good and the Kumtuks staff felt that she was ready to begin transition Step 3 in September of 1977. At this point, the student requested that she return to Britannia school because she knew more people there than she did at Templeton school. In September, 1977, she began attending Britannia school for the mornings and spending each afternoon in the Kumtuks program. Her progress in the three courses at Britannia was good and in February, 1978 she began full-time attendance at Britannia Secondary School. She visited Kumtuks (which is located across the street from Britannia school) regularly, often spending her lunch period at Kumtuks and she participated in special activities at Kumtuks. Her progress has been very good and she will enter Grade 11 at Britannia in September, 1978. She plans to remain at Britannia to complete her Grade 12.

Note: The above case study provides an example of a student who has successfully made the four-step transition back to a regular school program. Although several other students are experiencing similar success, there are students who experience numerous difficulties in making the transition. Usually these difficulties stem from family and culture-related problems rather than from academic, school-related problems.

c) Number of Students in Transition

Eighteen students are at various points in their transitions back to regular school programs. Table XV provides a summary of the transition steps of these eighteen students plus information about an additional eleven students who have left Kumtuks.

TABLE XV

c) NUMBER OF KUMTUKS STUDENTS ENTERING EACH TRANSITION STEP AS OF SEPTEMBER, 1978

	Students Who Entered During the 1976-77 School Year N=19	Students Who Entered During the 1977-78 School Year N=11	Totals
Step I 1 class at regular secondary school	2 students--Grade 8	5 students--Grade 9	7 students
Step II 2 classes at regular secondary school		1 student--Grade 9	1 student
Step III 1/2 time at regular secondary school	3 students--Grade 9		3 students
Step IV Full time at regular secondary school	1 student--Grade 11 2 students--Grade 10 2 students--Grade 9	1 student--Grade 10 1 student--Grade 9	7 students
Other*	9 students	3 students	12 students
Totals	19 students	11 students	30 students

*Five students are attending regular secondary schools outside of Vancouver, three students are attending other alternative programs, one student is taking an upgrading course at Vancouver Community College, one student who was withdrawn from Kumtuks last December is returning to the program this fall, one student left to get married and one student moved and is not attending school.

V. ADDITIONAL INFORMATION

A. Summer Program

During the summers of 1977 and 1978 the child care worker operated a Summer Program for interested students. In addition to assisting students to find summer employment or work experience opportunities in the community, the program provided students with a variety of learning experiences including activities at the school, fund-raising in the community and trips both in and outside of the Vancouver area.

A. Summer Program

The 1977 Summer Program included a one-week cultural campout in northern British Columbia and a tour through the B.C. Interior, In preparation for the trip, students took a water survival course at Templeton Secondary School pool in June and a first aid course in early July.

This past summer, several students and the child care worker motored to Williams Lake to attend the United Native Nations Conference. Four other students were placed in summer jobs--two in Community Day Care and two to assist with an archeological dig on the Musqueum Reserve.

B. New Developments in the Kumtuks Program

Several additions and changes to the 1976-77 program were made by the Kumtuks staff as a result of their own experiences and assessments and as a result of the input they received from students, teachers, parents, administrators, support staff and others who played a part in the first year of operation of the program. The following list summarizes the major developments which occurred in the program:

i) a 5-unit life Sciences Program was added to the curriculum for 1977-78.
ii) a unit of instruction aimed at developing the necessary survival skills to adapt to the urban setting was developed and utilized in conjunction with existing curriculum materials.
iii) the report card was modified to reflect the unique aspects of the Kumtuks program and to provide more detailed information about the progress of students to parents, students and other teachers. The new format was utilized for the final reporting period at the end of the school year and will be used for 1978-79 reporting.
iv) the staff has compiled a detailed overview of the Kumtuks program during its first two years of operation. This report, including an extensive list of resources, both materials and people, is in the final stages of writing and should be available before the end of 1978.
v) a Tutoring Program which provided students with help in reading and in mathematics was offered for two hours two nights a week. The program was not well attended. Staff attributed this to be largely because classes were in the evenings and necessitated students making a trip back to the school to participate. Plans for the 1978-79 school year are to offer tutoring assistance immediately after school for one or two days each week.

VI. OVERALL SUMMARY OF STUDENTS' PROGRESS DURING THE FIRST TWO YEARS OF OPERATION OF KUMTUKS

YEAR I - 1976-77

Between October 1976 and June 1977, eighteen students (ten boys and eight girls) were enrolled in the program. The median age of the students was fourteen years and the range of ages was from thirteen years to seventeen years. The median grade level completed by the students upon entry to the program was Grade 6, although the range was from Grade 5 to Grade 8.

Although the median length of time spent in the program was only 4 months, half of the students had achieved the next grade level during their time in the program and the remaining half of the students had progressed through part of the next grade level.

Of the nineteen students, thirteen students returned to Kumtuks for Year 2, three students moved and entered secondary school outside of Vancouver and three students entered other Alternative Programs.

The evaluation results reflected improvements in attendance, academic achievement, self-concept and attitude towards school. Seven students began the first step of their transition to regular secondary school programs during the second term.

YEAR II - 1977-78

Between September, 1977 and June, 1978, twenty-three students (fourteen boys, nine girls) were enrolled in the Kumtuks program. The median age of the students was thirteen years and the range in ages was from twelve years to sixteen years. The median grade level that had been attained by students when they entered Kumtuks was Grade 7 although the range was from Grade 5 to Grade 9. The median length of time spent in the program was ten months.

By year end, sixteen of the twenty-three students were judged by the staff to have progressed one grade level or slightly more than one grade level beyond their entry placement. Twelve students will be returning to Kumtuks in September, 1978, seven students will be in full-time attendance in Vancouver secondary schools, one student will be entering an upgrading program at Vancouver Community College, two students moved and are already attending secondary schools outside of Vancouver, and one student moved and is not attending school.

The test results of the second year of the program reflect:

an average attendance rate of 96.4% which compares favourably with the rate of Templeton Secondary School (92.01%) to which the Kumtuks program is attached. In view of the attendance patterns of most of the students in their previous schools, the attendance rate for Kumtuks indicates a vast improvement.

- a median gain by the students of 1.65 grade equivalents on the KeyMath Diagnostic Arithmetic Test and 2.0 grade equivalents on the Woodcock Reading Mastery Tests.

- an overall median gain score of 0.9 grade equivalents for the group of eleven subtests of the Canadian Tests of Basic Skills.

- an improvement in mean self-concept score.

- changes in individual student scores and behaviours on the Values Clarification Program.

- of the twenty-three students who attended Kumtuks during the 1977-78 school year, twelve students were involved in various stages of transition to regular secondary school during the school year. An additional seven students will be entering Transition Step I by taking one course at a secondary school as of September, 1978.

RELATED READINGS:

Administrative Coordinating Team (A.C.T.) Subcommittee, Report to the A.C.T. of the Indian School (Kumtuks) Subcommittee, Professional Development Services, Vancouver School Board, 1976.

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McKenzie, Keith S., The Conflict of Values Between Sub-Cultural Groups, The Indian in Education, University of British Columbia, March, 1969.

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APPENDIX

LIST OF SPECIAL ACTIVITIES FOR THE SCHOOL YEAR 1977-78

In-School Activities

-Luncheon Program in which students and staff eat lunch together every Tuesday and Thursday.
-Dr. Jack Kehoe's Assertiveness Training Program (September, 1977-May, 1978).
-Twice weekly tutoring program in Reading with students from the UBC Native Indian Teacher Education Program (November-December, 1977).
-Dancers from the Soviet state of Georgia visit school.
-Native dancer, Ray McEwan, performs.
-Weekly swim session at Templeton school (September, 1977).
-Weekly gym session at Templeton school (January, 1978).
-Resource person, Mrs. Wilson, provides demonstration in making baskets for Native Crafts program.
-Presentation on The Structure of Government by the M.L.A. from Vancouver East.
-Native students from Seattle Highline District visit school for several days.
-Representative of the B.C. Union of Indian Chiefs gives talk to students.
-Social Worker speaks to students about Prisons and Correctional Institutes.
-Representative from Boys and Girls Clubs of Vancouver speaks to students.
-Police provide police dog demonstration for students.

Parent Involvement

-Parents supervise Wednesday lunch period (Fall, 1977 - Easter, 1978).
-Parent-Teacher meetings (September, 1977; December, 1977).
-Christmas Party for parents, students, staff and guests held at Kumtuks.
-Graduation Ceremonies and Pot-Luck dinner held at Kumtuks.
-Semester visits by the Child Care Worker to each family.
-Parent Association holds monthly meetings.

Out of School Visits and Activities

-Museum of Anthropology.
-Roller Skating at Stardust Roller Rink.
-Play, "The Cherry Orchard" at Vancouver East Cultural Centre.
-Bicycling at Stanley Park.
-Horseback riding in Richmond.
-Viewing of native film, "Cold Journey" at the National Film Board offices.
-Vancouver Aquarium.
-Week spent at Camp Capilano outdoor school.
-Tour of Court House and Police Station.

LIST OF SPECIAL ACTIVITIES SCHOOL YEAR 1977-78 (cont'd)

Out of School Visits and Activities

-Students assist staff in presenting a session for the Department of Education Rehabilitation Programs Workshop at the Bayshore Inn.
-Trip to Victoria and visits to the Museum and the Parliament Buildings.
-Centennial Museum.
-Harbour boat tour on a fishing boat.
-Field trip to Blanche McDonald School of Modelling (girls).
-Bowling (boys).
-Indian Friendship Centre.
-Visit to Union of B.C. Indian Chiefs.
-Visit to Department of Indian Affairs.
-Participated in Alternate Schools Day in Brockton Oval.
-End of year trip to Seattle.